

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter explores some basic reviews of theoretical literatures and discusses the learning of English speaking, the importance of learning speaking, the difficulties of learning speaking, the learning strategies, and kinds of learning strategies. Each section is presented as follows.

#### **2.1 The Learning of English Speaking**

This section briefly explains the definition of speaking, the importance of learning English speaking, the difficulties of learning English speaking, and the causes of the difficulties in learning English speaking. Each section is presented as follows.

##### **2.1.1 Definition of Speaking**

Speaking is the way to convey something orally, it is the process of producing, receiving and processing information. It's supported by Brown in Leong & Ahmadi (2017:35), who states that speaking is an interactive process of conducting meaning that involves producing, receiving and processing information.

According to Leong & Ahmadi (2017:34), speaking is not only saying the words through mouth but also delivering a message through the words. Speaking is the way to communicate by saying the words orally, to make a request and speech (Nunan in Leong & Ahmadi, 2017).

##### **2.1.2 The Importance of Learning English Speaking**

Speaking is really important because it is as a human need to have social interaction, and it's a part of our daily life. Among the four key language skills,

speaking is deemed to be the most important skill that must be mastered well in learning a new language (Gani, Fajrina, & Hanifa, 2015). Leong & Ahmadi (2017:35) said that human being spends their time to interact with others orally rather than using written form. Speaking is one of potential ability which is very important to carry out a conversation.

Nunan (1999) reveals that the importance of speaking skill is obviously noticed regarding the role of human as social being who depends himself more on speaking rather than writing in interacting with others. Speaking seems to be the most important skill of all the four language skills (listening, speaking, reading, and writing), which is very significant for effective oral communication and the people who can speak the language very well are referred to 'speaker' of that language (Ur, 1996). According Brown (2007), listening and speaking are learners' language tools. The learners who can speak English very well will get a chance to get a good job. It is supported by Baker and Westrup in Leong & Ahmadi (2017) said that learners can have a greater chance of better education, find good jobs, and get a promotion if they could speak English very well.

In conclusion, speaking seems to be the most important skill of all the four language skills and those people who speak English very well are easily to communicate with others also can have a good chance for better education.

## **2.2 The Learning strategies**

This presents a brief explanation about the definition of learning strategies, the problems in applying learning strategies, kinds of learning strategies, and the

solution of the problems in applying learning strategies. Each section is presented as follows.

### **2.2.1 Definition of Learning Strategies**

Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end (Brown, 2007). Strategies are included of the self-directed involvement in the learning which is very essential for developing a communication skill (Suwanarak, 2012). According to Oxford, learning strategy is a certain way which students use in order to comprehend certain material and improve their learning (Oxford, 1990).

Language learning strategies refer to the way of specific actions, behaviors, steps or techniques which can facilitate the learners to retrieve a new language in a specific context (Oxford, 1990). It is supported by Nunan (1999) who says that strategies are tools or steps, self-directed involvement, which enhance the learners' competence.

### **2.2.2 The Problems in Applying the Learning Strategies**

Even though there are many kinds of learning strategies used to solve the problems in learning a foreign language, there are some difficulties or problems in applying the learning strategies whether linguistic and nonlinguistic problem, such as:

1. Lack of vocabulary and the minds' storage capacity are the main problems in learning a foreign language. There is a serious problem faced by the language learners in remembering the large amounts of vocabulary in order to achieve fluency (Oxford, 1990). It is also support by Hague in Oxford (1990:39) who said

that vocabulary is the most sizeable an unmanageable component in the learning of any language, whether a foreign language or second language because it have the different meaning.

2. Pronunciation errors. The learners have the actual sounds right but have not learned the stress patterns of the words which is inappropriate to the target language (Ur, 1996).
3. Grammatical mistakes. The grammatical mistakes it seems to be natural part in learning, it just like a symptom progress of the learners towards an approximation to the target language (Ur, 1996).

### **2.2.3 The Causes of the Problems in Applying the Learning Strategies**

There are some causes of the problems in applying the learning strategies, such as:

1. Language learners do not use memory strategies because they cannot remember some words. According to (Oxford, 1990) language learners beyond elementary levels do not really use memory strategies in learning a language. Nevertheless, it might be the learners unaware how many times they employ memory strategies. She adds that the capacity of our mind can store 100 trillion bits of information, but it can retrieve some part of that potential which can use unless memory strategies to help the learner.
2. The perfect accents are difficult if not impossible for most of us to achieve in learning a foreign language. The error of pronunciation it is appeared when we learn a foreign language because of a particular sound may not exist in the mother tongue, so that the learners tends to substitute the nearest equivalent (Ur,

1996). Oxford (1990) adds that practice is very essential in learning but the learners do not realize about it, practice is also generally needed to reach acceptable proficiency.

3. The grammatical mistakes which cause problems to the foreign language learners it because of occasionally the structures are look strange which many other languages have the different style and its structure (Ur, 1996).

#### **2.2.4 Kinds of Learning Strategies**

Many researchers have been classified the language learning strategies. Nevertheless, the language learning strategies classifications are quite the same. Oxford (1990) classified into two big types of language learning strategies (direct and indirect), which are further categorized into six groups namely, memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. According to Brown (2007), strategies were divided into three main categories, metacognitive strategies, cognitive strategies and socio-affective strategies (Brown, 2007). There are four types of learning strategies which are cognitive strategies, metacognitive strategies, affective strategies and social strategies (Dornyei, 2005). According to O'Malley & Chamot (1990) said that there are three types of language learning strategies, namely cognitive strategies, metacognitive strategies and social/affective strategies.

**Table 1** Kinds of Learning Strategies based on some experts

<b>Oxford (1990)</b>	<b>Brown (2007)</b>	<b>Dornyei (2005)</b>	<b>O'Malley &amp; Chamot (1990)</b>
Memories strategies	Cognitive Strategies	Cognitive Strategies	Cognitive Strategies
Cognitive Strategies			
Compensation Strategies	-	-	-
Metacognitive Strategies	Metacognitive Strategies	Metacognitive Strategies	Metacognitive Strategies
Affective Strategies	Socioaffective strategies	Affective strategies	Social/affective strategies
Social Strategies		Social Strategies	

In this research, the researcher would like to conduct the learning strategies which claimed by brown (2007) because more recent research has examined that the language learning strategy is more specific that summarizes all categories.

#### 2.2.4.1 Cognitive Strategies

Cognitive strategies are more limited to specific learning task and involve more directs manipulation of the learning material itself (Brown, 2007). Cognitive strategies are strategies that involve the manipulation or transformation of the learning materials/input (Oxford, 1990).

**Table 2** Cognitive Strategies classification (Brown, 2007)

<b>Leaning Strategies</b>	<b>Description</b>
<b>Cognitive strategies</b>	
Translation	Using the first language as a base for understanding and/or producing the second language.
Grouping	Reordering or reclassifying and perhaps labeling, the material to be learned base on common attributes.
Note Taking	Writing down the main idea, important points, outline, or summary of information presented orally or in writing.

Deduction	Consciously applying rules to produce or understand the second language.
Recombination	Constructing a meaningful sentence or larger language sequence by combining known elements in a new way.
Imagery	Relating new information to visual concepts in memory via familiar, easily retrievable visualizations, phrases, or locations.
Auditory Representation	Retention of the sound or similar sound for a word, phrase, or longer language sequence.
Keyword	Remembering a new word in the second language by: 1). Identifying a familiar word in the first language that sounds like or otherwise resembles the new word and; 2). Generating easily recalled images of some relationship between the new word and the familiar word.
Contextualization	Placing a word or phrase in a meaningful language sequence.
Elaboration	Relating new information to other concepts in memory.
Transfer	Using previously acquired linguistic and/or conceptual knowledge to facilitate a new language learning task.
Inferencing	Using available information to guess meanings of new items, predict outcomes, or fill in missing information.

In conclusion, cognitive strategies which claimed by Brown (2007) are one type of learning strategies that allow the teenagers/learners by organizing new language, guessing the meaning of the context, and using imagery for memorization. It can be easier for them to learn by making a mind maps, visualization, using clues and underlining keywords.

#### **2.2.4.2 Metacognitive Strategies**

Metacognitive strategies are involving a plan of learning, thoughts about the process of learning, monitoring the comprehension and making an evaluation of the learning activity after its completed (Brown, 2007). Metacognitive strategies aimed to analyze, monitor, evaluate, make a plan, and organize the learning process (Dornyei, 2005).

**Table 3** Metacognitive Strategies classification (Brown, 2007)

Leaning Strategies	Description
<b>Metacognitive strategies</b>	
Advance Organizers	Making a general but comprehensive preview of the organizing concept or principle in an anticipated learning activity.
Directed Attention	Deciding in advance to attend in general to a learning task and to ignore irrelevant distracters.
Selective Attention	Deciding in advance to attend to specific aspects of language input or situational details that will cue the retention of language input.
Self-management	Understanding the conditions that help one learn and arranging for the presence of those conditions.
Functional Planning	Planning for and rehearsing linguistic components necessary to carry out an upcoming language task.
Self-monitoring	Correcting one's speech for accuracy in pronunciation, grammar, vocabulary, or for appropriateness related to the setting or to the people who are present.
Delayed Production	Consciously deciding to postpone speaking in order to learn initially through listening comprehension.
Self-evaluation	Checking the outcomes of one's own language learning against an internal measure of completeness and accuracy.

In conclusion, the purpose of metacognitive strategies which claimed by Brown (2007) is to provide the teenagers/learners explicit the teacher's instruction for a spesific learning strategy by paying attention, practicing, make a plan of learning, and make a correction of pronunciation, vocabulary, and grammar with memorable learning.

#### **2.2.4.3 Socio-affective Strategies**

Socio-affective strategies are involving such kinds of activity like social meditation and having interaction with others (Brown, 2007). Socio-affective



strategies are some kinds of activity which involve an interaction with others (O'Malley & Chamot, 1990).

**Table 4** Socio-affective Strategies classification (O'Malley & Chamot, 1990)

Learning Strategies	Description
<b>Socio-affective strategies</b>	
Cooperation	Working with one or more peers to obtain feedback, pool information, or model a language activity.
Question for Clarification	Asking a teacher or other native speaker for repetition, paraphrasing, explanation, and/or examples.
Self-talk	Using mental redirection of thinking to assure oneself that a learning activity will be successful or to reduce anxiety about a task.

In conclusion, the purpose of Socio-affective strategies which claimed by Brown (2007) is to make the teenagers/learners to learn by cooperating with others in order to achieve common goals.

### 2.2.5 Solutions of the Problems in Applying the Learning Strategies

There are some solutions to solve the problems in applying the learning strategies:

1. There are three strategies sets namely, grouping, associating/elaborating, and placing new words. Grouping or using imagery is reducing the number of discrete elements which makes the material easier to remember and have a highly specific function which helps the students to store and retrieve new information. Associating new language means that, relating the new language information such as making arrangement of words into a picture (mind map) which can help the learners. While, placing new words in a meaningful sentence is used to link the new information in order to remember it (Oxford, 1990).

2. Practicing and repeating some words. Practicing also repeating are very important in learning a foreign language, it is formally practicing with sounds and writing systems which can helps the learners more confident in speaking skill (Ramirez, 1986). It is also supported by Oxford (1990) who said that practicing sounds (pronunciation, intonation, register, etc) is needed to do in learning a foreign language to reach the target language. She also adds by repeating or saying something over and over or even imitating the native speaker can help the learners to pronounce some words correctly.
3. Grammar practice activities. Practicing grammar is to get the students to learn the structures so as to they will be able to produce them correctly on their own (Ur, 1996).

